

Revised MARCH 21, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: X Elementary Middle High K-12

Name of Principal: Mr. James Bates

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Matthews Elementary School

(As it should appear in the official records)

School Mailing Address: 206 Story Street

(If address is P.O. Box, also include street address)

Matthews,

Missouri

63867-0118

City

State

Zip Code+4 (9 digits total)

County: New Madrid

School Code Number* 072-074-4120

Telephone (573) 471-0077

Fax (573)

471-3410

Website/URL: not available at this time (under construction) E-mail: cindysharpamick@yahoo.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date_____

Name of Superintendent* Dr. Mike Barnes

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New Madrid County R-1

Tel. 573-688-2161

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date_____

Name of School Board

President/Chairperson Mr. Randy Porter

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date_____

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

<u>3</u>	Elementary schools
<u>1</u>	Middle schools
<u>0</u>	Junior high schools
<u>1</u>	High schools
<u>5</u>	TOTAL
2. District Per Pupil Expenditure: \$7910.00
 Average State Per Pupil Expenditure: \$7394.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - ☐ Urban or large central city
 - ☐ Suburban school with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☒ Rural
4. 12 Number of years the principal has been in her/his position at this school.
N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	08	10	18	7			
K	14	9	23	8			
1	12	13	25	9			
2	10	16	26	10			
3	13	17	30	11			
4	9	9	18	12			
5	14	7	21	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							161

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 99 | % White |
| 1 | % Black or African American |
| 0 | % Hispanic or Latino |
| 0 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 34 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	24
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	25
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	49
(4)	Total number of students in the school as of October 1 (2003-2004)	143
(5)	Subtotal in row (3) divided by total in row (4)	.342
(6)	Amount in row (5) multiplied by 100	34.20

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: English

9. Students eligible for free/reduced-priced meals: 72%

Total number students who qualify: 103

10. Students receiving special education services: 17%
26 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

0 Autism	0 Orthopedic Impairment
0 Deafness	3 Other Health Impaired
0 Deaf-Blindness	0 Specific Learning Disability
0 Hearing Impairment	23 Speech or Language Impairment
0 Mental Retardation	0 Traumatic Brain Injury
0 Multiple Disabilities	0 Visual Impairment Including Blindness
0 Emotional Disturbance	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>12</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>4</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>6</u>	<u>2</u>
Total number	<u>22</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio: 13:1

13. Show the attendance patterns of teachers and students as a percentage.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	94%	94%	94%	93%	94%
Daily teacher attendance	97%	97%	97%	96%	97%
Teacher turnover rate	02%	01%	02%	01%	02%
Student dropout rate (middle/high)	N/A%	N/A%	N/A%	N/A%	N/A%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

PART III - SUMMARY

The mission of Matthews Elementary is to ensure students have the knowledge, skills, and experience for success in life through a results-driven, school and community based educational program. It is our goal that every student be provided the opportunities necessary to acquire the knowledge as well as social, intellectual, and physical skills needed to become productive members of society.

Matthews Elementary is one of three elementary schools in the New Madrid County R-1 School District. Matthews Elementary is located in Matthews, Missouri. Bordered near the Mississippi River on the east, the school is near an interstate highway with two metropolitan centers – St. Louis, Missouri three hours to the north and Memphis, Tennessee, which lies two hours to the south.

The R-1 District currently employs 22 full time and 7 part-time employees for Matthews Elementary. This entails 1 ½ administrators, 12 classroom teachers, 1 special resource teacher and 4 part-time special resource teachers, 2 paraprofessionals, 6 full time support staff, and 2 part-time support staff members.

During the 2003-2004 school year, there were 161 preschool through fifth grade students enrolled in the school. African-American students comprised two percent of the student population, while 98 percent of the student population was Caucasian. Seventy two percent of the school's student population met federal guidelines for free or reduced meals. Seventeen percent of the students served in special education services.

The patrons of Matthews Elementary play a pivotal role in the successes enjoyed by the system. In addition to unwavering support of the school, the parents have formed an effective parent teacher organization that has been in existence for many years.

Matthews Elementary envisions that in five years, the following will transpire:

1. All children, regardless of academic ability, have a right to a free and appropriate education.
2. Education should provide an opportunity for the maximum development of each individual within the limitations of his or her capacities.
3. In a democratic society, education must help the student realize his or her worth as an individual and should lead him or her toward becoming a productive member of society.
4. Parents/guardians have definite responsibilities in education. They need to have a basic confidence in the school, and they need to impart this confidence to the students.
5. The foundation of the educational program is based on the development of competencies in the basic fundamentals of reading, oral and written communication, mathematics, science, social studies, fine and practical arts, health, recreation, and physical education.
6. Matthews Elementary will ensure all students will be treated with respect and provided with a safe learning environment which is free of negative influences and which will encourage the recognition of self worth.
7. The education of Matthews Elementary will help students clarify and develop appropriate character traits, values, and ethics which will prepare them to walk in harmony with their fellow man and be productive citizens in society.
8. The students in Matthews Elementary will value education; hold high personal and educational expectations; be responsible, productive citizens in the community; be life-long learners; and excel in all areas.

The education of our youth is the guiding force of Matthews Elementary. Every effort is made to accomplish the mandates of the patrons of the school, the school district, the state of Missouri and the federal government.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Matthews Elementary participates in the state assessment system. The Missouri Assessment Program is given to students in the third grade in communication arts and the fourth grade in mathematics annually. Matthews Elementary School's assessment results in reading (communication arts) were pleasing. In the fourth grade, fifty percent of the students scored in the top two levels of performance (advanced and proficient). The students were successful interpreting the elements of fiction and non-fiction; make complex inferences, and interpret figurative language. Students provide specific and relevant details; develop a controlling idea; and clearly demonstrate a command of Standard English.

Forty-one percent of the students scored nearing proficient. The description of this is to identify the elements of fiction and nonfiction, relevant textual details, and obvious cause-effect relationships; draw conclusions; organize information in a provided form; use text to initiate research; and read and comprehend a variety of texts. In the progressing level, nine percent of Matthews Elementary scored. This is the level where students locate specific information in fiction and nonfiction; make basic comparisons; begin to organize information in a provided form; and begin to use text to initiate research. The final and lowest level is Step I, no student in this level. This information may be found at the following website: http://www.dese.state.mo.us/divimprove/assess/Descriptors/Abbreviated/Communication_Arts.html

In mathematics, seventy-three percent of the fourth grade students scored in the top two levels of performance. This means that seventy-three percent of the students infer from visual models; explore division; relate counting, grouping, place value; use mental computation, congruency, symmetry; construct data displays; and explain subsets. Sixteen percent of the students scored nearing proficient. The description of this is to identify missing information; multiply whole numbers; determine number sentences and expressions for situations; relate equivalent fractions; identify two or three dimensional figures; symmetric properties; read analog and digital time; label points in coordinate system; relate operations; and use Venn diagrams. In the progressing level of achievement, eleven percent scored. This is the level where students use strategies to solve problems; identify fractions using models; identify values of coins; add and subtract whole numbers; solve monetary problems; compare geometric shapes, rotations, similarity; recognize even, odds, ordinals, multiples; and make local decisions. The final and lowest level is Step I, no student scored in this level. The information on the mathematics descriptors may be found at the following website: <http://www.dese.state.mo.us/divimprove/assess/DescriptorsAbbreviated/math.doc>

The subgroups from communication arts and mathematics are as follows: male, female, black, white, free and reduced lunch, non-free and reduced lunch, IEP, non-IEP, and Title I. In comm. arts, the disaggregated data reveals female at 58% in the top two levels and 11% in the bottom two levels. Male data reports 40% in the top two and 7% in the bottom two. Black, N/A. White data reports 42% in the top two and 10% in the bottom two. IEP data reports 33% in the top two and 11% in the bottom two. Non-IEP data reports 56% in the top two and 8% in the bottom two. Free/reduced lunch data reports 45% in the top two and 14% in the bottom two. Non-free/reduced lunch data reports 58% in the top two and 0% in the bottom two. Title I data reports 50% in the top two and 9% in the bottom two.

The mathematics female data reports 78% in the top two levels and 11% in the bottom two levels. Male data reports 70% in the top two and 10% in the bottom two. Black, N/A. White data reports 72% in the top two and 11% in the bottom two. IEP data reports N/A. Non-IEP data reports 78% in the top two and 11% in the bottom two. Free/reduced lunch data reports 63% the top two and 9% in the bottom two. Non-free/reduced lunch data reports 88% in the top two and 13% in the bottom two. Title I data reports 73% in the top two and 11% in the bottom two.

2. How school uses assessment data to understand and improve students and school performance.

Matthews Elementary School believes it is imperative to use data as a means of making decisions for instruction, assessment, programs, policies, and student placement. All types of data both aggregate and disaggregate is reviewed on an annual basis. In order to ensure the results of analyzing data are being used to make needed changes for all subpopulations, a chart is utilized to document not only scope and sequence of data analysis but also the changes made because of this process. The chart includes all types of data reviewed, the findings based on the review of data, a description of how the areas deemed as weaknesses were/will be addressed (changes which need to be made), the impact of the changes, and a description of further action (if any) to be taken.

The individuals involved in the analysis process will include, but not limited to, administrators, curriculum coordinators, guidance personnel, and teachers. The types of data to be analyzed will include state and district-wide tests, demographic, etc. Different types of data will be presented to and analyzed by people responsible for making needed changes/revisions based on the results. Strategies for addressing weak areas will be developed through input from parents, teachers, students, community representatives, consultants, and administrators.

Matthews Elementary realizes that using data to make needed changes is an on-going process. A chart to document the process is at the school. Due to the never-ending nature of the process, the chart will require periodic updates.

Matthews Elementary School uses the Clear Access and Crystal Report data to identify areas of weakness in each of the subject areas assessed on the MAP. Each grade level is given a copy of the Clear Access/Crystal data to review and determine need for improvement. The curriculum and instruction is revised, adapted, etc. to initialize improvement based on the weaknesses.

3. How the school communicates student performance, including assessment data, to parents, students, and the community.

Matthews Elementary regularly informs students, parents, other constituents and the general public about its assessment program. Information shall include the purposes for which assessments are administered, test dates, groups of students tested, the results of testing (group achievement test data), changes in scores from previous years, and plans for utilizing test results to improve instruction. Teachers are also given the results of tests and are provided assistance in interpreting these results.

The results of the spring assessment are mailed to the school in the fall of each year. The assessment results are mailed to the parents at that time. The mailing will include a copy of their child's assessment report and an explanation of the data interpretation.

Teachers meet with parents during the parent/teacher conferences with two scheduled conferences per year. Teachers will schedule conferences throughout the year on an as needed basis. Parents are contacted through notes, phone calls, memos, and newsletters throughout the year to discuss student outcomes.

All students receiving a score in the top two levels of the MAP, advanced or proficient, is recognized by the superintendent of schools for this achievement. Each student is mailed a Certificate of Achievement recognizing him/her for having scored in one of the top two levels on the MAP test. Students receive a free pass to all home games during the school year. News releases and snapshots of the students are placed in area newspapers.

4. How the school has shared and will continue to share its successes with other schools.

The Matthews Elementary School will share the successes of the MAP test with schools. The information of the successes of the school are placed in a Notes and Notable news bulletin. Local newspapers are informed of the successes as well.

The school's Director of Curriculum and Instruction takes the successful Matthews Elementary Missouri Assessment results to meetings where other local administrators convene. Results of tests are discussed and utilized as part of the agenda.

If Matthews Elementary should receive the award for Blue Ribbon Schools, communicating the successes with other schools will be forthcoming. Any request for information from other schools will be recognized and presentations, information, responses, etc. will be submitted. A power point presentation will be provided to any school district requesting information.

PART V – CURRICULUM AND INSTRUCTION

Matthews Elementary has a curriculum for each subject area (reading, mathematics, science, social studies, language arts, art, music, physical education, etc.). Curriculum guides, instructional programs, instructional materials, and student achievement are reviewed through program evaluation, examination of achievement data, and board policy supporting curriculum development and implementation.

The written curriculum of Matthews Elementary has the following components: a rationale which relates the general goals of each subject area and course to the school's mission and philosophy; a general description of the content of each subject area; general goals for graduates in each subject area; cross references to the knowledge (content) skills and competencies (process) standards students need to meet the goals established by the school, district, and state; and specific measurable learner objectives for each course at each grade level. The curriculum is articulated through the grade levels and subject areas to ensure continuity of learning. The curriculum provides for expanded support for teachers by including features, such as scope and sequence, resources, instructional strategies, and assessments needed to meet the need of all students.

The curriculum guides are utilized by the staff for planning the instructional programs and delivering educational services. The guides are correlated to state standards. Teachers utilize them on a daily basis. Systematic procedures are in place to evaluate and revise the curriculum regularly based on actual student needs and the indications of student mastery. Matthews Elementary staff is involved in developing, evaluating, and updating the curriculum that meets the needs of the students. Resources and administrative support for curriculum development, evaluation and revision are provided.

The core of each curriculum area and how students are engaged with high standards is as follows:
Communication Arts: The Mc Graw-Hill Reading program was chosen. This program was chosen as the teacher's choice in best relating to the state standards. The standards are as follows: 1) Reading: Students develop and apply skills and strategies to the reading process; develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry, and drama from a variety of cultures and times. 2) Writing: Students apply a writing process in composing text; compose well-developed text using standard English conventions; and write effectively in various forms and types of writing. 3) Listening and speaking: Students develop and apply effective listening skills and strategies and apply effective speaking skills and strategies for various audiences and purposes. 4) Information literacy: Students develop and apply effective research process skills to gather, analyze, and evaluate

information and develop and apply effective skills and strategies to analyze and evaluate oral and visual media.

Mathematics: 1) Number and operations: Students understand numbers, ways of representing numbers, and relationships among numbers and number systems and compute fluently and make reasonable estimates. 2) Algebraic relationships: Students understand patterns, relations, and functions; represent and analyze mathematical situations and structures using algebraic symbols; and use mathematical models to represent and understand quantitative relationships. 3) Geometric and spatial relationships: Students analyze characteristics and properties of two and three dimensional geometric shapes and develop mathematic arguments about geometric relationships; apply transformations and use symmetry to analyze mathematical situations; and 4) Measurement, and data and probability: Students understand measurable attributes of objects and the units, systems and processes of measurement; apply appropriate techniques, tools, and formulas to determine measurements; and formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.

Science: properties and principles of matter and energy, properties and principles of force and motion, characteristics and interactions of living organisms, changes in ecosystems and interactions of organisms with their environments, processes and interactions of the earth's system, composition and structures of the universe and the motion of the objects within it, and processes of scientific inquiry.

Social Studies: principles of constitutional democracy, American history, world history, principles and processes of governance systems, economic concepts and principles, elements of geographical study and analysis, relationships of individual and groups to institutions and traditions, and tools of social science inquiry.

Arts: visual arts, art forms, and music are in integral part of the school.

Health/Physical Education: physical fitness, prevention, treatment, and control of diseases, emergency situations, health habits, nutrition, stress management are also a part of the curriculum.

2a. Reading

Matthews Elementary uses a comprehensive reading instructional program. The program components integrate to build and reinforce critical skills -- from lesson to lesson, unit to unit, and year to year. Award-winning literature ties directly to leveled instruction and practice. Research-based instruction connects to ongoing assessment and test prep. Grammar connects to writing. The school also uses an additional phonics program. This is a success-oriented series that enables most students in a heterogeneous class to develop a solid foundation in phonics and thus become successful readers. In keeping with this philosophy, the phonics builds on prior learning. New learning is presented in increments, and each increment is reviewed throughout the year. This provides every child with the exposure he or she needs to achieve success.

Matthews Elementary uses the two programs together. The phonics program is a supplemental program and is used daily with the district selected reading program. Matthews Elementary has chosen to utilize this approach to reading because the objective is to provide students with the information they need to be able to read independently. The programs teach children how to read. Throughout the programs, a controlled vocabulary is used, which means that students are exposed to words containing only those letters, letter clusters, and sound that have been taught. This ensures that students will experience continued success as they read.

The mission of Matthews Elementary is to ensure students have the knowledge, skills, and experience for success in life. The reading program is a sound educational program that will ensure every student be provided the opportunities necessary to acquire the knowledge needed to become productive members of society.

3. Describe one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission. Matthews Elementary has chosen mathematics.

Matthews Elementary uses a mathematics program that helps guide to superior performance. Content is accurate, effective, and research based. Integrated reading and writing skills help students connect real world concepts with mathematics and improve their performance on standardized tests. Differentiated instruction makes it easier for teachers to reach every student. Grade levels have synchronized schedules and pace themselves for on-time arrival for state and standardized tests. The teachers work together to ensure articulation throughout the grade levels to ensure continuity of learning.

The mathematics curriculum is revised on an as needed basis. The data analysis results from the state test is the vehicle that determines changes or revisions. Matthews Elementary School systematically assesses, monitors, and revises the curriculum based on the educational needs of the students. The curriculum development process documents the involvement of staff, parents/guardians, members of the community, and students.

One of the successes of curriculum at Matthews Elementary is that resources are readily available, administrative support for curriculum development, evaluation, and revision are provided. The curriculum provides expanded support for teachers by including features, such as scope and sequence outlines, resources, and instructional strategies and assessments needed to meet the needs of all students.

The mission of Matthews Elementary is to ensure students have the knowledge, skills, and experience for success in life. The mathematics program is a results-driven, school and community based educational program. It is our goal that every student be provided the opportunities, in mathematics, necessary to acquire the knowledge needed to become productive members of society.

4. Describe the different instructional methods the school uses to improve student learning.

Varied instructional strategies are used to address all learning styles and improve student learning. The instructional strategies are as follows: class within a class, cooperative/group learning, adjustments and modification in assignments and assessments, re-teaching; learning centers, tactile stimulation, visual cues, one-on-one instruction, lectures, guest speakers, field trips, peer tutoring, computer instruction, audio-visuals, and hands-on projects. In keeping with the Missouri Assessment Program, Matthews Elementary uses instructional methods that are correlated to the MAP. The core subject area MAP Assessments contain three types of items: 1) Multiple-choice items in which students choose the correct answer from four answer choices. 2) Open-ended constructed response items in which students construct their own answers. The question may have more than one acceptable answer and/or have more than one way to arrive at the answer. It requires that students write a short response and usually takes only a few minutes to answer. These types of questions can be thought provoking because the answer is not always obvious and the student may have to make an inference. The constructed response questions tap a variety of reasoning processes. 3) The performance event requires students to write an extended response to apply knowledge. The performance event usually takes 60-90 minutes to complete. In communication arts, the student is given a writing prompt and must use the writing process of doing a pre-writing activity, a rough draft, a self-edit, and a final copy. In math, the student is required to formulate a strategy to solve a multi-step problem.

5. The school's professional development program and its impact on improving student achievement.

The teachers and administrators of Matthews Elementary will participate in professional development opportunities as related to the goals and objectives of the School Improvement Plan. The school

focuses on the areas of needed student improvement based on data analysis, Missouri School Improvement requirements, the results of the Professional Development Committee's needs assessment, and the results of other needs assessments. The topics related to state and district-wide assessment that will be addressed in professional development opportunities will be:

- How to analyze data to determine strengths and weaknesses;
- How to use the results of data analysis as a means of making changes (improvements) in programs, instruction, curriculum, and assessment;
- How to use achievement data to determine changes that need to be made to improve performance of any subgroup that is lagging behind the overall student population;
- How to teach test taking strategies;
- Instructional strategies to be used in classrooms that will promote success on the statewide assessment and other standardized tests;
- How to create performance-based classroom activities/assessments and scoring guides;
- How to develop and use strategies that will assess the standards not assessed by the statewide assessment and how to monitor performance on standards to be assessed locally;
- How to motivate students to take statewide assessment seriously and possible incentives which could be offered to students;
- The legal requirements of reporting data as designated by IDEA (for administrators).

Matthews Elementary operates from the premise that effective professional development as it relates to student instruction and assessment will increase achievement for all students, create data-driven decision-making, and create learning cultures within the building.

PART VII - ASSESSMENT RESULTS

Public Schools

Each nominated school must show results in reading (language arts or English) and mathematics for at least the last three years according to the criteria used by the CSSO to nominate the school.

STATE CRITERION-REFERENCED TESTS

Subject: Communication Arts Grade: 3rd Test: Missouri Assessment Program (MAP)

Edition/Publication Year: 2000-2004

Publisher: CTB McGraw Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month:	April	April	April	April	April
SCHOOL SCORES					
% of students at bottom two levels	9	39	49	54	10
% of students at Nearing Proficient	41	30	23	24	44
% of students at or above Proficient	50	30	29	22	47
Number of students tested	34	23	31	37	39
Percent of total students tested	100	100	100	94	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% of students at bottom two levels	14	51	*		
% of students at Nearing Proficient	41	25	*		
% of students at or above Proficient	46	25	*		
Number of students tested	22	16	*		
2. Non Free/Reduced Lunch					
% of students at bottom two levels	0	14	*		
% of students at Nearing Proficient	42	43	*		
% of students at or above Proficient	58	43	*		
Number of students tested	12	7	*		
3. White (Not Hispanic)					
% of students at bottom two levels	10	28	36	47	
% of students at Nearing Proficient	42	33	23	28	
% of students at or above Proficient	48	39	41	25	
Number of students tested	31	18	22	32	
4. Black (subgroup under 10 students)					
5. Title I					
% of students at bottom two levels	9	39	49	54	10
% of students at Nearing Proficient	41	30	23	24	44
% of students at or above Proficient	50	30	29	22	48
Number of students tested	34	23	31	37	39
STATE SCORES					
% of students at bottom two levels	26	26	26	29	30
% of students at Nearing Proficient	40	40	38	40	38
% of students at or above Proficient	34	34	35	32	32

Subject: Mathematics Grade: 4th

Test: Missouri Assessment Program (MAP)

Edition/Publication Year: 2000-2004

Publisher: CTB McGraw Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: March/April					
SCHOOL SCORES					
% of students at bottom two levels Step I and Progressing	11	3	35	14	6
% of students at Nearing Proficient	16	56	43	61	53
% of students at or above Proficient	73	39	22	25	41
Number of students tested	19	34	37	43	34
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
1. Free/Reduced Lunch	0.0	3.8	*		
% of students at bottom two levels	36	73	*		
% of students at Nearing Proficient	36.4	15.4	*		
% of students at or above Proficient	38	34	*		
Number of students tested					
2. Non Free/Reduced Lunch					
% of students at bottom two levels	13	0	*		
% of students at Nearing Proficient	0	13	*		
% of students at or above Proficient	88	88	*		
Number of students tested	8	8			
3. White (Not Hispanic)					
% of students at bottom two levels	11	0	25	11	
% of students at Nearing Proficient	17	50	50	62	
% of students at or above Proficient	72	50	25	27	
Number of students tested	18	24	3	37	
4. Black (subgroup under 10 students)					
5. Title I					
% of students at bottom two levels	11	3	35	140	6
% of students at Nearing Proficient	16	56	43	61	53
% of students at or above Proficient	73	39	22	25	41
Number of students tested	19	34	37	43	34
	100	100	100	99	100
STATE SCORES					
% of students at bottom two levels	18	21	21	21	22
% of students at Nearing Proficient	42	43	41	42	41
% of students at or above Proficient	40	38	38	39	37

* The data block indicated with an asterick (*) was not retrieved from the state test during the 2001-2002 school year.

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject: **Communication Arts**

Grade: **Kindergarten**

Test: **Stanford Achievement Test Series, Ninth Edition**

Edition/Publication Year: **1995**

Publisher: **Harcourt Educational Measurement**

Scores are reported here as (check one): NCEs ☒ Scaled scores _____ Percentiles _____

	2003-2004	2002-2003	2001-2002
Testing month	February	February	February
SCHOOL SCORES			
Total Score	87	89	78
Number of students tested	26	36	42
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
National Mean Score	73	75	69
National Standard Deviation	21	19	Not available
Subgroup scores are not available from the data summary			

Subject: **Communication Arts**

Grade: **First Grade**

Test: **Stanford Achievement Test Series, Ninth Edition**

Edition/Publication Year: **1995**

Publisher: **Harcourt Educational Measurement**

Scores are reported here as (check one): NCEs ☒ Scaled scores _____ Percentiles _____

	2003-2004	2002-2003	2001-2002
Testing month	February	February	February
SCHOOL SCORES			
Total Score	97	89	93
Number of students tested	22	36	48
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
National Mean Score	87	79	80
National Standard Deviation	14	21	Not Available
Subgroup scores are not available from the data summary			

Subject: **Communication Arts**

Grade: **Second Grade**

Test: Stanford Achievement Test Series, Ninth Edition

Edition/Publication Year: 1995

Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2003-2004	2002-2003	2001-2002
Testing month	February	February	February
SCHOOL SCORES			
Total Score	84	69	75
Number of students tested	25	45	23
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
National Mean Score	70	60	64
National Standard Deviation	20	19	Not Available
Subgroup scores are not available from the data summary			

Subject: **Communication Arts**

Grade: **Third Grade**

Test: Stanford Achievement Test Series, Ninth Edition

Edition/Publication Year: 1995

Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2003-2004	2002-2003	2001-2002
Testing month	February	February	February
SCHOOL SCORES			
Total Score	71	56	50
Number of students tested	35	24	30
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
National Mean Score	61	53	49
National Standard Deviation	16	15	Not Available
Subgroup scores are not available from the data summary			

Subject: **Communication Arts**

Grade: **Fourth Grade**

Test: Stanford Achievement Test Series, Ninth Edition

Edition/Publication Year: 1995

Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2003-2004	2002-2003	2001-2002
Testing month	February	February	February
SCHOOL SCORES			
Total Score	70	59	52
Number of students tested	19	36	35
Percent of total students tested	100	98	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
National Mean Score	61	54	51
National Standard Deviation	16	17	Not Available
Subgroup scores are not available from the data summary			

Subject: **Communication Arts**

Grade: **Fifth Grade**

Test: Stanford Achievement Test Series, Ninth Edition

Edition/Publication Year: 1995

Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2003-2004	2002-2003	2001-2002
Testing month	February	February	February
SCHOOL SCORES			
Total Score	63	60	59
Number of students tested	21	35	40
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
National Mean Score	57	55	54
National Standard Deviation	20	19	Not Available
Subgroup scores are not available from the data summary			

Subject: **Mathematics**

Grade: **Kindergarten**

Test: Stanford Achievement Test Series, Ninth Edition

Edition/Publication Year: 1995

Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2003-2004	2002-2003	2001-2002
Testing month	February	February	February
SCHOOL SCORES			
Total Score	75	69	83
Number of students tested	26	36	52
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
National Mean Score	64	60	69
National Standard Deviation	19	19	Not available
Subgroup scores are not available from the data summary			

Subject: **Mathematics**

Grade: **First Grade**

Test: Stanford Achievement Test Series, Ninth Edition

Edition/Publication Year: 1995

Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2003-2004	2002-2003	2001-2002
Testing month	February	February	February
SCHOOL SCORES			
Total Score	94	93	91
Number of students tested	21	43	48
Percent of total students tested	95	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed0	0	0	0
National Mean Score	94	75	77
National Standard Deviation	81	19	Not Available
Subgroup scores are not available from the data summary			

Subject: **Mathematics**

Grade: **Second Grade**

Test: Stanford Achievement Test Series, Ninth Edition

Edition/Publication Year: 1995

Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2003-2004	2002-2003	2001-2002
Testing month	February	February	February
SCHOOL SCORES			
Total Score	76	52	75
Number of students tested	25	45	23
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
National Mean Score	64	51	64
National Standard Deviation	18	16	Not Available
Subgroup scores are not available from the data summary			

Subject: **Mathematics**

Grade: **Third Grade**

Test: Stanford Achievement Test Series, Ninth Edition

Edition/Publication Year: 1995

Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2003-2004	2002-2003	2001-2002
Testing month	February	February	February
SCHOOL SCORES			
Total Score	71	65	62
Number of students tested	35	24	30
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
National Mean Score	61	58	56
National Standard Deviation	21	16	Not Available
Subgroup scores are not available from the data summary			

Subject: **Mathematics**

Grade: **Fourth Grade**

Test: Stanford Achievement Test Series, Ninth Edition

Edition/Publication Year: 1995

Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2003-2004	2002-2003	2001-2002
Testing month	February	February	February
SCHOOL SCORES			
Total Score	81	64	68
Number of students tested	19	35	35
Percent of total students tested	100	98	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
National Mean Score	68	57	59
National Standard Deviation	20	17	Not Available
Subgroup scores are not available from the data summary			

Subject: **Mathematics**

Grade: **Fifth Grade**

Test: Stanford Achievement Test Series, Ninth Edition

Edition/Publication Year: 1995

Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2003-2004	2002-2003	2001-2002
Testing month	February	February	February
SCHOOL SCORES			
Total Score	50	58	59
Number of students tested	21	35	40
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
National Mean Score	50	54	54
National Standard Deviation	21	20	Not Available
Subgroup scores are not available from the data summary			